

Music Single Subject Matter Standards for the Single Subject Teaching Credential

California Commission on Teacher Credentialing
Approved May 2004

Preconditions for the Approval of Subject Matter Programs in Music

To be approved by the Commission, a Subject Matter Program in Music must comply with the following preconditions.

- (1) Each Program of Subject Matter Preparation for the Single Subject Teaching Credential in Music shall include (a) a minimum of 30 semester units (or 45 quarter units) of core coursework in music subjects and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 15 semester units (or 22 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3 below.
- (2) The core of the program shall include coursework in (or directly related to) subjects that are commonly taught in departmentalized classes of music and related subjects in the public schools, including general music, music theory, music history, ensemble performance, and applied instrumental or vocal music.
- (3) Extended studies (breadth, depth, perspective, concentrations) in the program shall be designed to supplement the core of the program.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix chart that identifies which courses meet which standards.

Institutions may determine whether the standards and required elements are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

Standards Common to All

Standard 1: Program Philosophy and Purpose

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes in relation to the Standards of Quality and Effectiveness for Single Subject Teaching Credential Programs. The program provides the coursework and field experiences necessary to teach the specified subject to all of California's diverse public school population. Subject matter preparation in the program for prospective teachers is academically rigorous and intellectually stimulating. The program curriculum reflects and builds on the State-adopted *Academic Content Standards for K-12 Students* and *Curriculum Frameworks for California Public Schools*. The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher's professional career. The sponsoring institution assigns high priority to and appropriately supports the program as an essential part of its mission.

Required Elements:

- 1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted Academic Content Standards for K-12 students and Curriculum Frameworks for California public schools.
- 1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.
- 1.3 The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods and core concepts in the specified subject discipline(s) that underlies the 6-12 curriculum.
- 1.4 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.
- 1.5 Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned.
- 1.6 The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the

discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

Standard 2: Diversity and Equity

The subject matter program provides equitable opportunities to learn for all prospective teachers by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.

Required Elements:

- 2.1 In accordance with the Education Code Chapter 587, Statutes of 1999, (See Appendix A), human differences and similarities to be examined in the program include, but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.
- 2.2 The institution recruits and provides information and advice to men and women prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.
- 2.3 The curriculum in the Subject Matter Program reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study.
- 2.4 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all backgrounds.
- 2.5 The subject matter program incorporates a wide variety of pedagogical and instructional approaches to academic learning suitable to a diverse population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.

Standard 3: Technology

The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher's program study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.

Required Elements:

- 3.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.
- 3.2 Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.
- 3.3 In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.

Standard 4: Literacy

The program of subject matter preparation for prospective Single Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.

Required Elements:

- 4.1 The program develops prospective teachers' abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.
- 4.2 The program prepares prospective teachers to understand and use appropriately academic and technical terminology and the research conventions of the disciplines of the subject matter.
- 4.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.

Standard 5: Varied Teaching Strategies

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

Required Elements:

- 5.1 Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline.
- 5.2 Program faculty employ a variety of interactive, engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction and student-centered discussion.
- 5.3 Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices.
- 5.4 Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.
- 5.5 Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.

Standard 6: Early Field Experiences

The program provides prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teacher's observations and experiences.

Required Elements:

- 6.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences, and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program.
- 6.2 Prospective teachers' early field experiences are substantively linked to the content of coursework in the program.
- 6.3 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.
- 6.4 Prospective teachers will have opportunities to reflect on and analyze their early field experiences in relation to course content. These opportunities may include field experience journals, portfolios, and discussions in the subject matter courses, among others.
- 6.5 Each prospective teacher is primarily responsible for documenting early field experiences. Documentation is reviewed as part of the program requirements.

Standard 7: Assessment of Subject Matter Competence

The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion.

Required Elements:

- 7.1 Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.
- 7.2 The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains of the Commission-adopted subject matter requirement.
- 7.3 End-of-program summative assessment of subject matter competence includes a defined process that incorporates multiple measures for evaluation of performance.
- 7.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.
- 7.5 Program faculty regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.
- 7.6 The institution that sponsors the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective single subject teachers.

Standard 8: Advisement and Support

The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of a range of prospective teachers, including resident prospective students, early deciders entering blended programs, groups underrepresented among current teachers, prospective teachers who transfer to the institution, and prospective teachers in career transition.

Required Elements:

- 8.1 The institution will develop and implement processes for identifying prospective Single Subject teachers and advising them about all program requirements and career options.
- 8.2 Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.
- 8.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions, including community colleges, through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the *State-adopted Academic Content Standards for K-12 Students in California Public Schools*.
- 8.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers' previous coursework and/or fieldwork for meeting subject matter requirements.

Standard 9: Program Review and Evaluation

The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public schools personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding 5 years.

Required Elements:

- 9.1 Each periodic review includes an examination of program goals, design, curriculum, requirements, student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers.
- 9.2 Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges.
- 9.3 The program uses appropriate methods to collect data to assess the subject matter program's strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, education faculty, employers, and appropriate community college and public school personnel.
- 9.4 Program improvements are based on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California.

Standard 10: Coordination

One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of all aspects of the program. The coordinator(s) fosters and facilitates ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.

Required Elements:

- 10.1 A program coordinator will be designated from among the academic program faculty.
- 10.2 The program coordinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicates program goals to the campus community, other academic partners, school districts and the public.
- 10.3 The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.
- 10.4 The program provides opportunities for collaboration on curriculum development among program faculty.
- 10.5 University and program faculty cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers to facilitate transfer to a baccalaureate degree-granting institution.

Music Standards

Standard 11: Artistic Perception: Aural Musicianship, Written Theory and Analysis

Prospective teachers in the program possess highly developed aural musicianship and aural analysis skills and have acquired knowledge of written music theory and analysis.

Required Elements:

- 11.1 The program develops aural musicianship skills, including the ability to transcribe musical excerpts (including rhythm, melodic and harmonic dictation) and error detection in musical performances.
- 11.2 Prospective teachers in the program analyze and describe form, style and expressive elements in Western and non-Western music.
- 11.3 The program prepares prospective teachers to read and notate music at an advanced level, including full instrumental and choral scores.
- 11.4 The program prepares prospective teachers to understand techniques of orchestration and to have facility in transposition.
- 11.5 The program prepares prospective teachers to analyze and identify musical forms and styles, compositional devices, harmonic progressions and cadences.

Standard 12: Creative Expression: Instrumental and Vocal Proficiency, Keyboard Skills, Sight Singing, Sight Reading, Conducting, Composing and Arranging and Improvising

Prospective teachers in the program perform expressively and skillfully on a primary instrument or voice and demonstrate basic proficiency in keyboard skills. Prospective teachers also demonstrate understanding of and skill in conducting techniques. Prospective teachers are able to sight sing, sight read, improvise, compose and arrange music.

Required Elements:

- 12.1 Prospective teachers in the program perform on a primary instrument or with voice using appropriate expression and excellent musicianship and technical skill.
- 12.2 The program prepares prospective teachers to demonstrate functional proficiency on keyboard.
- 12.3 The program prepares prospective teachers to demonstrate basic proficiency in sight singing and sight reading.
- 12.4 The program prepares prospective teachers to understand and demonstrate expressively and skillfully a thorough knowledge of conducting techniques, including analysis, interpretation and identification of potential performance issues in a musical score.
- 12.5 Prospective teachers in the program understand and apply compositional techniques and textures.
- 12.6 Prospective teachers in the program understand and demonstrate the ability to arrange music for voices and various acoustic or digital/electronic instruments.
- 12.7 Prospective teachers in the program are able to harmonize melodies and create melodic and rhythmic compositions given specific parameters.
- 12.8 Prospective teachers in the program are able to improvise in an appropriate style on a primary instrument or voice and are able to improvise an accompaniment in an appropriate style on keyboard.

Standard 13: Historical and Cultural Foundations

Prospective teachers in the program demonstrate wide knowledge of Western and selected non-Western music and apply this knowledge to analyze musical works.

Required Elements:

- 13.1 Prospective teachers in the program identify and describe stylistic differences of music from various cultures and historical periods.
- 13.2 Prospective teachers in the program analyze musical works from various cultures and historical periods in terms of context, elements of music and unique features.
- 13.3 Prospective teachers in the program understand the roles of musicians and composers in diverse cultures and historical periods and how music has reflected social functions, changing ideas and cultural values.
- 13.4 Prospective teachers in the program demonstrate general knowledge of instrument from a variety of cultures and historical periods.
- 13.5 Prospective teachers in the program identify contributions of diverse cultural, ethnic and gender groups and well-known musicians in the development of musical genres.

Standard 14: Aesthetic Valuing

The subject matter program develops an understanding of aesthetic valuing in music. Prospective candidates have both broad and deep conceptual knowledge of the subject matter. They are able to respond to, analyze and critique performances and works of music, including their own.

Required Elements:

- 14.1 The program provides prospective teachers with a variety of appropriate strategies for assessing their own musical performance.
- 14.2 The program provides prospective teachers with knowledge to evaluate the quality of musical performances, compositions and arrangements through the study of exemplary models.
- 14.3 The program provides prospective teachers with strategies for analyzing and explaining how people use, give meaning to and respond to music of their own culture.
- 14.4 The program provides prospective teachers with strategies for comparing and contrasting the expressive characteristics in music of various cultures.

Standard 15: Connection, Relations and Applications

The program develops an understanding of music connections, relationships and applications. Candidates understand the connections and relationships between music and the other arts as well as between music and other academic disciplines. The program develops familiarity with the broad range of career and lifelong learning opportunities available in the field of music, the media and the entertainment industries.

Required Elements:

- 15.1 The program develops the ability of prospective teachers to recognize and describe ways of integrating arts disciplines and to lead students toward higher level thinking skills and research practice.
- 15.2 The program develops understandings of how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- 15.3 The program provides prospective teachers with the ability to identify similarities and differences in the meanings of common terms used in various arts and other subject areas.
- 15.4 The program develops prospective teachers' abilities to develop and explain ways in which the principles and subject matter of music and other disciplines are interrelated.
- 15.5 The program develops an awareness of career options and avocations in music and how music functions in the media and entertainment industries.
- 15.6 The program develops an awareness of and an ability to apply current research to support inclusion of music in the school curriculum.
- 15.7 The program develops prospective teachers' understanding of opportunities for personal career development through professional organizations and continuing education.

Standard 16: Music Teaching and Learning

The study and application of music teaching and learning techniques as related to general music classes, instrumental and choral performance are an integral component of each prospective teacher's program of study. The program develops the prospective teacher's familiarity with a broad range of repertoire and literature and the criteria to evaluate those materials for specific educational purposes. Prospective teachers also develop various strategies for planning and assessing music learning in general music and performance classes. Prospective teachers develop familiarity with the broad range of technology, acoustic principles and copyright law.

Required Elements:

- 16.1 The program provides students with the fundamental knowledge of various learning approaches (e.g., Orff Schulwerk, Dalcroze, Kodaly, Suzuki, and Gordon), including techniques for teaching students to respond to, read and interpret music. Additionally, they are able to show the rhythm and expressive nuances of music through movement.
- 16.2 Prospective teachers will demonstrate functional knowledge and skills in voice, keyboard, woodwinds, brass, strings, guitar and percussion.
- 16.3 Prospective teachers will demonstrate knowledge of basic instrumental and choral teaching techniques and ensemble rehearsal techniques (including performing, conducting, composing and improvising).
- 16.4 Prospective teachers will demonstrate knowledge of appropriate uses of peer instruction, collaborative learning groups, lectures, demonstrations, and discussions of musical performances in music learning.
- 16.5 Prospective teachers will demonstrate knowledge of specialized music evaluation tools, including portfolio, video recording, audio recording, adjudication forms and rubrics.
- 16.6 Prospective teachers will identify strategies for sequencing music activities and understand how music activities relate to student content standards.
- 16.7 Prospective teachers understand the uses of technology as a tool in creating, listening to and studying music (e.g., CD-ROM, DVD, computers, Internet, synthesizers, MIDI, digital and electronic technologies).

- 16.8 Prospective teachers acquire an understanding of the developmental stages of learning in relation to music instruction.
- 16.9 Prospective teachers develop an understanding of strategies for facilitating equity, access, accommodation and adaptation in the learning of music.
- 16.10 Prospective teachers know and apply criteria and background knowledge for selection of appropriate music repertoire and literature from diverse cultures and historical periods taking into account sequential factors, developmental levels, and community and school settings.
- 16.11 Prospective teachers demonstrate familiarity with historical and contemporary works from various musical traditions and diverse cultures.
- 16.12 Prospective teachers know and apply criteria for selection of music repertoire and literature to make connections and relationships with other curricular subjects.
- 16.13 Prospective teachers know copyright laws and legal consequences as they apply to a school music program.

Music Subject Matter Requirements

Part I: Content Domains for Subject Matter Understanding and Skill in Music

Domain 1. Artistic Perception

Candidates demonstrate an advanced understanding of the facets of artistic perception contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They possess highly developed aural musicianship and aural analysis skills and have acquired advanced knowledge of written music theory and analysis.

1.1 Aural Musicianship

- a. Recognize errors in solo and ensemble performances (e.g., melodic, rhythmic, harmonic, intonation, dynamic, interpretational).
- b. Transcribe aurally presented musical excerpts into melodic, harmonic, and rhythmic notation.
- c. Analyze and describe the form, style, and expressive elements of a musical example.
- d. Recognize and describe cultural elements from diverse historical periods, genres, and styles of Western and non-Western music.
- e. Analyze and describe the use of musical elements in a given work (e.g., melody, harmony, rhythm, texture) that make it unique, interesting, and expressive.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 1: 1.2, Grade 2: 1.3–1.4, Grade 3: 1.3 and 1.6, Grade 4: 1.4 and 1.6, Grade 5: 1.4–1.6, Grade 6: 1.3 and 1.5–1.6, Grade 7: 1.3 and 1.5–1.6, Grade 8: 1.3 and 1.5–1.7, Grades 9 through 12–Proficient: 1.2 and 1.4–1.6, and Grades 9 through 12–Advanced: 1.2 and 1.4–1.6. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

1.2 Written Theory and Analysis of Western Music

- a. Demonstrate the ability to read and notate music (e.g., use of notation in various clefs; key and time signatures; scales and melodic elements; intervals, triads, and chords; figured bass; rhythm, meter, and tempo; dynamic and expressive symbols; music terminology).
- b. Demonstrate the ability to read a full instrumental and/or choral score and describe how the elements of music (e.g., doublings, melody and accompaniment, transpositions, orchestration) are used.

- c. Analyze and identify the form, style, compositional devices, harmonic progressions, and cadences in a score excerpt.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 1: 1.1–1.2, Grade 2: 1.1–1.4, Grade 3: 1.1–1.2 and 1.6, Grade 4: 1.1–1.4 and 1.6, Grade 5: 1.1–1.3 and 1.6, Grade 6: 1.1–1.2 and 1.5–1.6, Grade 7: 1.1–1.2 and 1.5–1.6, Grade 8: 1.1–1.2 and 1.5–1.6, Grades 9 through 12–Proficient: 1.1 and 1.6, and Grades 9 through 12–Advanced: 1.1 and 1.5–1.6. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard I.)

Domain 2. Creative Expression

Candidates demonstrate an advanced understanding of the facets of creative expression contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They perform expressively and skillfully on a primary instrument or with voice. To meet the needs of the general music classroom and ensemble rehearsals, they also play the keyboard proficiently. Candidates have a thorough knowledge of conducting techniques, and they demonstrate that they can conduct choral and instrumental ensembles expressively and skillfully. They are also skilled at sight-singing, sight-reading, composing, arranging, and improvising music for classroom and performance situations.

2.1 Instrumental and Vocal Proficiency

- a. Demonstrate competence on a primary instrument or with voice by performing individually and in ensembles with appropriate expression and good musicianship skills (e.g., technical accuracy, tone quality, intonation, articulation).
- b. Demonstrate sight-singing and sight-reading skills.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 2.1–2.3, Grade 1: 2.1–2.3, Grade 2: 2.1–2.3, Grade 3: 2.1–2.3, Grade 4: 1.2–1.3 and 2.1–2.2, Grade 5: 1.1–1.3 and 2.1–2.2, Grade 6: 1.1–1.2, 1.4, and 2.1–2.3, Grade 7: 1.1–1.2, 1.4, and 2.1–2.3, Grade 8: 1.1–1.2, 1.4, and 2.1–2.3, Grades 9 through 12–Proficient: 1.3 and 2.1–2.5, and Grades 9 through 12–Advanced: 1.3 and 2.1–2.5. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

2.2 Functional Keyboard Skills

- a. Demonstrate functional keyboard proficiency.
- b. Demonstrate sight-reading proficiency.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 1: 2.3, Grade 4: 1.2–1.3 and 2.2, Grade 5: 1.1–1.3 and 2.2, Grade 6: 1.1–1.2, 1.4, and 2.3, Grade 7: 1.1–1.2, 1.4, and 2.3, Grade 8: 1.1–1.2, 1.4, and 2.3, Grades 9 through 12–Proficient: 1.3 and 2.4, and Grades 9 through 12–Advanced: 1.3 and 2.4. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

2.3 Conducting

- a. Understand and demonstrate basic conducting patterns.
- b. Understand and demonstrate cuing techniques.
- c. Understand and demonstrate techniques for conducting expressively.
- d. Interpret and analyze a choral or instrumental score (e.g., identifying potential performance issues).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 6: 2.1 and 2.3, Grade 7: 2.1 and 2.3, Grade 8: 2.1 and 2.3, Grades 9 through 12–Proficient: 1.1, 1.4, 2.1, and 2.3–2.5, and Grades 9 through 12–Advanced: 1.1, 2.1, and 2.3–2.5. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

2.4 Composing and Arranging

- a. Recognize and understand compositional techniques and textures (e.g., counterpoint, ostinato, melody and countermelody, tone row).
- b. Understand and demonstrate how to arrange music (e.g., scoring techniques, transpositions, ranges) for voices and/or various acoustic or digital/electronic instruments.
- c. Understand and demonstrate how to harmonize a given melody.
- d. Understand and demonstrate, given specific parameters, how to create a melodic and/or rhythmic composition.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 2.4, Grade 3: 2.4, Grade 4: 2.3, Grade 5: 2.3, Grade 6: 2.4–2.5, Grade 7: 2.4–2.5, Grade 8: 2.4–2.5, Grades 9 through 12–Proficient: 2.6–2.8, and Grades 9 through 12–Advanced: 2.6–2.7.)

2.5 Improvising

- a. Understand and demonstrate how to create melodic and rhythmic improvisations.
- b. Understand and demonstrate techniques for improvising an accompaniment on keyboard.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 1: 2.4, Grade 2: 2.4,

Grade 4: 2.3, Grade 5: 2.3, Grade 6: 2.6, Grade 7: 2.6–2.7, Grade 8: 2.6–2.7, Grades 9 through 12–Proficient: 2.9–2.10, and Grades 9 through 12–Advanced: 2.8. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standard II.)

Domain 3. Historical and Cultural Foundations

Candidates demonstrate an advanced understanding of the historical and cultural foundations of music contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They demonstrate wide knowledge of music from around the world, the history of Western music, and the history of music in the United States and California. They use this knowledge when analyzing musical works for various purposes.

3.1 Music History and Cultural Context

- a. Identify and describe stylistic differences (e.g., genres, media, social functions) in music from various cultures and historical periods.
- b. Analyze musical works from various cultures and historical periods in terms of their form or genre, organizational principles, historical and cultural context, use of the elements of music, use of expressive devices, and any unique features they possess.
- c. Understand the roles of musicians and composers in diverse cultures and historical periods.
- d. Identify the influences of diverse cultural and ethnic groups on music in California and the United States.
- e. Demonstrate knowledge of instruments from a variety of cultures and historical periods.
- f. Explain how music from various cultures and historical periods reflects social functions, changing ideas, and cultural values.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 3.1–3.4 and 4.2, Grade 1: 3.1–3.4, Grade 2: 3.1–3.3, Grade 3: 3.1–3.4, Grade 4: 1.5 and 3.1–3.5, Grade 5: 3.1–3.5, Grade 6: 1.5 and 3.1–3.5, Grade 7: 1.5 and 3.1–3.6, Grade 8: 1.5, 3.1–3.6, and 4.3–4.4, Grades 9 through 12–Proficient: 1.6, 3.1–3.3, and 4.3–4.4, and Grades 9 through 12–Advanced: 1.6, 3.1–3.3, 3.5–3.8, and 4.2–4.3. National Board for Professional Teaching Standards [NBPTS] Music Standards: Standard II.)

Domain 4. Aesthetic Valuing

Candidates demonstrate an advanced understanding of aesthetic valuing in music as contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both

broad and deep conceptual knowledge of the subject matter. They are able to respond to, analyze, and critique performances and works of music, including their own.

4.1 Critical Evaluation

- a. Know and apply criteria for evaluating the quality and effectiveness of musical performances, compositions, and arrangements.
- b. Evaluate a performance, composition, arrangement, or improvisation by comparing it with an exemplary model.
- c. Know and apply criteria for evaluating and assessing the quality and effectiveness of one's own musical performance.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 2: 4.1, Grade 3: 4.1 and 4.3, Grade 4: 4.1, Grade 5: 4.2, Grade 6: 3.5 and 4.1–4.3, Grade 7: 4.1–4.3, Grade 8: 4.1–4.4, Grades 9 through 12–Proficient: 4.1–4.4, and Grades 9 through 12–Advanced: 4.1–4.3.)

Domain 5. Connections, Relationships, and Applications

Candidates demonstrate an advanced understanding of music connections, relationships, and applications contained in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They understand the connections and relationships between music and the other arts as well as between music and other academic disciplines. Candidates are also familiar with the broad range of career and lifelong learning opportunities available in the field of music as well as the ways in which music functions in the media and entertainment industries.

5.1 Connections and Relationships

- a. Recognize and describe ways of integrating arts disciplines.
- b. Understand how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- c. Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.
- d. Identify and explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated (e.g., acoustics).

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 5.1, Grade 2: 5.1, Grade 3: 5.1, Grade 4: 5.1–5.3, Grade 6: 5.1, Grade 7: 5.1, Grade 8: 5.1, Grades 9 through 12–Proficient: 5.1, and Grades 9 through 12–Advanced: 5.1–5.2.)

5.2 Career Applications and Functions of Music

- a. Identify a variety of careers and avocations in the field of music.

- b. Explain ways in which music functions in the media and entertainment industries (e.g., radio, television, Internet, advertising, film, video, theatre).
- c. Know and apply current research to support the inclusion of music in the school curriculum.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Kindergarten: 5.2, Grade 2: 5.2, Grade 3: 5.2, Grade 5: 5.1–5.2, Grade 6: 5.2, Grade 7: 5.2–5.3, Grade 8: 5.2–5.3, Grades 9 through 12–Advanced: 4.1 and 5.2–5.3, and Grades 9 through 12–Proficient: 5.2–5.3.)

Domain 6. Music Methodology and Repertoire

Candidates demonstrate an advanced understanding of music methodology and repertoire for listening and performance that reflects the content in the Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music (2001). Candidates have both broad and deep conceptual knowledge of the subject matter. They have in-depth knowledge of methodology of general music as well as instrumental and choral performance ensembles. Candidates are familiar with a broad range of repertoire, and they apply criteria to evaluate pieces of music for specific purposes. Candidates are familiar with the broad range of technology used in creating, listening to, and studying music. They are also knowledgeable about strategies for sequencing music activities and about specialized music evaluation tools.

6.1 Music Methodology

- a. Demonstrate knowledge of techniques for developing aural perception skills and for developing the ability to read and interpret music.
- b. Demonstrate basic knowledge of various music learning approaches and methodologies (e.g., Orff Schulwerk, Kodály, Dalcroze, Suzuki, and Gordon Music Learning Theory).
- c. Demonstrate knowledge of basic instrumental techniques.
- d. Demonstrate knowledge of basic vocal/choral techniques.
- e. Demonstrate basic knowledge of solfège methodologies.
- f. Demonstrate functional knowledge and skills in voice, keyboard, woodwinds, brass, strings, guitar, and percussion.
- g. Demonstrate knowledge of ensemble rehearsal techniques.
- h. Demonstrate knowledge of the effects of peer instruction, collaborative learning groups, lectures, demonstrations, and discussions of musical performances on music learning.
- i. Identify strategies for sequencing music activities and understand how music activities relate to student content standards.
- j. Demonstrate knowledge of specialized music evaluation tools such as pencil-and-paper critiques, videotaping, audiotaping, portfolios, adjudication forms, and rubrics.

- k. Demonstrate an understanding of the developmental stages of learning (i.e., knowledge of the cognitive, physical, and social development of students) in relation to music.
- l. Recognize uses of technology as a tool in creating, listening to, and studying music
(e.g., CD-ROM, DVD, computers, Internet, synthesizers, MIDI, other digital/electronic technology).
- m. Understand strategies for facilitating equity, access, accommodation, and adaptation in learning music.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: All grade levels: Standards 1–5. National Board for Professional Teaching Standards [NBPTS] Music Standards: Standard III.)

6.2 Repertoire and Literature for Listening, Performance, and Study

- a. Know and apply criteria and background knowledge for selection of appropriate music repertoire and literature from diverse cultures and historical periods for various developmental levels and applications in school and community settings.
- b. Demonstrate familiarity with historical and contemporary works from various musical traditions and diverse cultures.
- c. Demonstrate familiarity with sequential, developmental, and cultural factors used in selecting music literature for performance.
- d. Know and apply criteria for selection of music repertoire and literature to make connections and enhance relationships with other curricular areas.
- e. Know copyright laws and legal consequences as they apply to the school music program.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: Grade 4: 2.1–2.2, Grade 5: 2.1–2.2, Grade 6: 2.1 and 2.3, Grade 7: 2.1 and 2.3, Grade 8: 2.1 and 2.3, Grades 9 through 12–Proficient: 2.1, 2.4, and 3.4–3.5, and Grades 9 through 12–Advanced: 2.1, 2.4, and 3.4. National Board for Professional Teaching Standards [NBPTS] Music Standards: Standard IV.)

Part II: Subject Matter Skills and Abilities Applicable to the Content Domains in Music

Candidates for Single Subject Teaching Credentials in music are accomplished musicians with excellent musicianship skills and a thorough understanding of musical content knowledge. They demonstrate functional keyboarding skills and perform proficiently on a primary instrument or with voice, and they are able to demonstrate these skills effectively in the classroom to inspire and instruct their students. They apply their comprehensive knowledge of music theory, music history, and cultural context to analyze musical works. They use this information to conduct and produce technically accurate and musically expressive instrumental and choral performances. Using their knowledge of aesthetics, they develop and apply criteria for critiquing performances and compositions.

As prospective music teachers, candidates are knowledgeable about various methodologies for providing developmentally appropriate sequential instruction in general music and performance classes. Candidates have a thorough knowledge of the California State Content Standards for music, and they incorporate these standards into instruction. They know how to incorporate technology into instruction, and they connect instruction in music with other arts and academic disciplines. They are also familiar with a wide range of repertoire for listening and performance, and they incorporate into instruction pieces of music from a wide range of historical periods, styles, and cultures. They know techniques for developing singing skills and techniques for playing a variety of instruments and can transfer this information to their students. Candidates are also well versed in a variety of techniques for planning and assessing learning in general music and performance classes, and they are able to adapt instruction to meet the needs of all students in their classes. Being familiar with various careers available in the field of music, they are able to inform students about and encourage students to investigate opportunities for pursuing a career in music.

(Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve: Music: All grade levels: Standards 1–5. Music Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs: Standards III and IV. National Board for Professional Teaching Standards [NBPTS] Music Standards: Standard II.)

